ANALYSIS OF NEP 2020: FUTURE OF INDIAN EDUCATION SYSTEM & ITS IMPACT ON THE STAKEHOLDERS

ABSTRACT

For a country at school and college, a well-defined and future policy on education is crucial because of the economic and social development of education. Various nations employ various systems of education in consideration of culture and tradition and adopt different phases of their school- and college-level education through their lives to ensure their effectiveness. Recently, the Government of India revealed its new Education Policy, which is based on suggestions made by an expert group led by Dr Kasturirangan (ISRO). This study examines and compares certain policies stated in the higher education system with the present one. The Indian higher education system discusses many changes and expected ramifications of NEP 2020 along with their merits. Finally, certain proposals have been presented to execute it effectively to achieve its goals.

Keywords: Higher education, National education policy 2020, NEP-2020, Overview & analysis,

Introduction:

Education is a crucial activity in society, it provides a chance to man to know the globe around him and his place in it. Ideally speaking, it's through education that members of society, notably the youth, come back to know the operating of society. Education ought to change the youth to boost the operating of the society. Seen during this lightweight, the aim of education isn't simply to assist students acquire degree and acquire job. Education, to be precise, ought to develop a spirit of inquiry and rational thinking within the youth thus on changes them to know the society and alter it where it's found lacking. Over the next decade, India will have the world's largest population of young people, and our ability to provide them with high-quality educational opportunities will decide our country's future.

The global education growth plan, as expressed in India's adoption of Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development in 2015, aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. To meet all of the crucial priorities and goals (SDGs) of the 2030 Agenda for Sustainable Development, the whole educational environment would need to be reconfigured to promote and foster learning.

From early childhood care and schooling to higher education, the disparity between existing learning experiences and what is expected must be bridged by substantial changes that put the best standards, affordability, and dignity into the system. The aim must be for India to have a world-class education system by 2040, with equal access to high-quality education for all students, regardless of social or economic status.

This National Education Policy 2020 is the country's first education policy of the twenty-first century, with the goal of addressing the country's many growing developmental imperatives. This Policy recommends that all dimensions of the education process, including law and governance, should be revised and revamped in order to establish a modern framework that is consistent with the aspirational objectives of 21st century education, namely SDG4, while preserving India's values and value systems. The policy places a strong focus on the growth of each person's artistic ability. It is founded on the idea that schooling must improve not only cognitive capacities – both the "foundational capacities" of literacy and numeracy as well as "higher-order" cognitive capacities like logical reasoning and problem solving – but also psychological, legal, and emotional capacities and dispositions.

Objectives of the Study:

Many steps are included in the National Education Policy 2020 to increase the consistency and breadth of India's educational system. The following are the objectives of this study on National Education Policy 2020:

1. To provide highlights of the recently approved higher education system's policies (NEP 2020).
2. To equate the National Education Policy 2020 with the Indian policy currently in place.
3. Suggestions on how to strengthen NEP 2020's execution so that it can achieve its target.

Methodology:

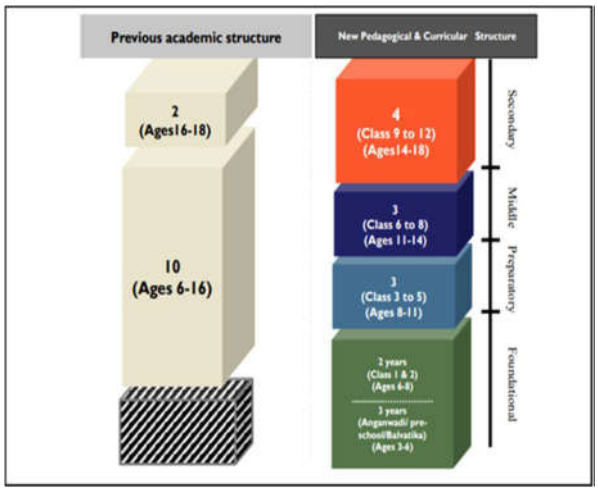
The methodology consists of a descriptive analysis on highlighting the gist of the national educational policy framework, highlighting various sections of the policy of NEP 2020 and comparing it with currently adopted education policy. Many suggestions are given based on Focus group analysis.

Highlights of Indian National Education Policy 2020:

This National Education Policy envisions an education system embedded in Indian ethos that directly contributes to transforming India, or Bharat, into a sustainable and vibrant information society by

providing high-quality education to everyone, thus transforming India into a global knowledge superpower. According to the Policy, our institutions' education and pedagogy must foster in students a deep reverence for the Fundamental Duties and Constitutional principles, a sense of belonging to one's homeland, and a conscientious knowledge of one's positions and obligations in a changing environment.

1. School Education:



1.1 Foundation stage:

The Foundational Stage of 5 years offers a versatile, multi-level, play-based, activity-based, and discovery-based curriculum. This stage is continually enhanced by science and creativity for the cognitive and emotional enhancement of kids, using time-tested Indian principles and cultures.

1.2 Preparatory Stage:

The preparatory stage of 3 years consist Play-, exploration-, and activity-based learning are also included in the preparatory stage. In addition, this stage steadily incorporates textbook-based standardised classroom instruction. The aim is to introduce students to various subjects and train them to dig further into perspectives.

1.3 Middle School Education Stage:

Middle school curriculum focuses on more general topics in subjects such as sciences, arithmetic, languages, social sciences, and humanities for three years. In specialised topics and subject trainers, experiential learning is the approach to use. Students are introduced to the Semester Scheme, Where Two Class Level Exams Are Held Each Year.

1.4 Secondary education Stage:

Secondary School Education Lasts Four Years And Is Intended To Provide Multidisciplinary Subjects Including Liberal Arts Education. The Stage Will Be Based On A Subject-Specific Pedagogical Foundation And Curricular Style With More Depth, Versatility, And Variety Students Are Expected To Think Critically And Pay Attention To Their Goals And Ambitions. Students Exposed To The Semester

Structure And Will Review 5 To 6 Subjects Over The Course Of The Semester. There will be Board Exams at the end of 10th and 12th standards.

2. Higher Education:

1. UGC, AICTE, MCI, DCI, INC, and other HE monitoring and control institutions will be combined with the Higher Education Commission of India (HECI) to form a new HEI regulator.
2. A comprehensive National Accreditation Council will succeed existing accreditation institutions such as NAAC and NAB (NAC).
3. The creation of a National Research Foundation (NRF) to support university and college research.
4. Consolidation of current fragmented higher education institutions into two groups of Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) with campuses of more than 3,000 students. By 2030, the aim is to become multidisciplinary, with 3,000 students or more by 2040.
5. There will be two kinds of multidisciplinary universities:
    a) Research-intensive universities b) Teaching-intensive universities
6. Any current college will either become a degree-granting autonomous college or will be migrated into a Constituent College of the University and will become completely integrated into the University.
7. By 2035, the Gross Enrolment Ratio of Higher Education, including Vocational Education, will have increased from 26.3 percent in 2018 to 50 percent.
8. The government will provide more benefits to HEIs who provide the best quality education.
9. Through upgrading and securing the prescribed accreditation standard, all current associated Colleges will gradually expand into independent degree-granting colleges with the mentoring help of affiliated University.
10. After meeting the appropriate requirements as per norms, the different nomenclatures currently in use, such as deemed to be university, affiliating university, central university, affiliating technical university, unitary university, and so on, will be replaced by 'University.'
11. Research can be integrated into undergraduate and graduate programmes, with a comprehensive and multidisciplinary approach to education.

12. An Academic Bank of Credit (ABC) will be created, which will digitally store all registered candidates' academic credits received from various recognised HEIs (SWAYAM & ODL mode), which will be taken into account when the college or university awards degrees.
13. Communication, presentation, dialogue, discourse, science, study, and interdisciplinary thought would be at the forefront of HEI pedagogy.
14. A four-year Bachelor's degree with several exit choices, a one- or two-year Master's degree depending on the amount of years spent in the Bachelor's degree as four or three, and the possibility of doing a Ph.D. with a four-year Bachelor's degree with study are all options.
15. Two-year Master's degree with complete study in the second year, one-year Master's degree for four-year Bachelor's degree holders, and five-year combined Bachelor/degree Master's
16. Instead of using a teacher-centered teaching model, use a student-centered teaching and learning method.
17. All HEIs will focus on research and innovation by establishing 1 Start-up incubation centre, 2 Technology growth centers, 3 Centers in frontier fields of research, 4 Centers for Industry Academic Linkage, and 5 Interdisciplinary Research Centers that provide research in the humanities and social sciences.
18. A creative and scalable Competency Based Credit System replaces the Choice Based Credit System.
19. The assessment system would move away from high-stakes exams (Semester End system) and toward a more continuous and thorough test system.
20. Encouragement of credit systems for online distance learning (ODL) courses as part of degree programmes.
21. To ensure physical, psychological, and mental well-being, all HEIs will have licensed academic and career counseling centers with counselors open to all students.
22. In the areas of science, mathematics, poetry, language, literature, debate, music, athletics, and other topics, all HEIs will create, promote, and finance topic-centered clubs and activities coordinated by students with the assistance of faculty and other experts as appropriate.
23. To achieve a global level of quality, degree programmers may include in-class instruction, online teaching components, and ODL components in a 40:30:30 ratio model.
24. To draw more students, HE efficiency will be raised to a global standard.
25. To draw more international students, HE quality will be raised to a global standard, and credits earned at foreign universities will be counted against a degree.

26. The National Scholarship Portal will be improved and extended to assist merit-based students with their financial needs.
27. Private higher education institutions would be encouraged to provide more free ships and scholarships to their students.

3. Teachers Education:

1. By 2030, all stand-alone Teachers Education Institutions could transform into Multi-disciplinary HETs, offering only a four-year comprehensive B.Ed. curriculum.
2. Both foundation, preparatory, intermediate, and high schools can hire teachers with dual major specializations who have completed a four-year comprehensive B.Ed. degree (Education & Subject).
3. There will be a two-year B.Ed. program for three-year UG students and a one-year B.Ed. program for four-year UG students and others with a Master's degree in another subject until 2030.
4. The M.Ed. program will last one year and will have a testing component.
5. Departments in Education will have a varied faculty profile, with Ph.D.s in a variety of fields.
6. Any interested senior or retiring faculty can be used for advising, mentoring, or technical guidance for research/training/innovation on a short or long-term basis. A new National Mission for mentoring will be established.

4. Professional Education:

1. By 2030, all independent technical education organisations in any region must strive to become multidisciplinary institutions that provide holistic and multidisciplinary education.
2. Agriculture and veterinary science professionals can be prepared by HEIs by programmes that are combined with general education.
3. Agricultural education institutions must concentrate on the local population and participate in the establishment of Agricultural Technology Parks in the area to facilitate technology incubation and dissemination.
4. Universities/institutions that provide legal education should choose to provide bilingual education in English and the state language for prospective lawyers and judges.
5. All students of allopathic medical education must have a basic knowledge of Ayurveda, Yoga, Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa.

6. Preventive nursing and community medicine should get more attention in both aspects of healthcare education.
7. Technical education should be provided in multidisciplinary educational institutions and should emphasise resources for deep engagement with other disciplines.
8. Artificial Intelligence (AI), 3-D machining, big data processing, and deep learning, as well as genetic research, biotechnology, nanotechnology, and neuroscience, with applications in medicine, the atmosphere, and sustainable living, should be the subject.

5. Private Universities:

1. Depending on their accreditation status, all private universities are eligible for graded autonomy.
2. Both private universities and autonomous colleges must be transparent in their financial transactions, and the BoG is responsible for any accounting system anomalies.
3. To lead the rapid growth of HEIs, the BoG should include eminent people who are well-known in their fields.
4. Both higher education institutions have authority in determining their fee schedule, and any excess should be reinvested in growth programmes in a straightforward accounting scheme.
5. In any course that they deliver during a given academic year, all private HEIs should offer 20% free-ship and 30% scholarship in the course fee for deserving students, and this should be reviewed and validated by the accreditation process.
6. The National Research Foundation would consider all private and public higher education institutions equally when it comes to awarding research grants based solely on the merits of their proposals

2. Comparison of new NEP 2020 with Existing NEP

1	Education's role is to help students learn holistically.	The objective is to provide liberal education through disciplines and interdisciplines.
2	Common education structure of 10 (5 +3+2)+2+3+2 is followed.	Common education structure of 5+3+3+4+4+1 is suggested.
3	A child's first formal education begins in the sixth year of life, at the primary school age.	The first preliminary training begins as a foundation stage in the third year of an infant.
4	Board exams were required for both the two-year higher secondary level and the two-year pre-university level.	Four years old Clubbing is the secondary school level. Two years higher high-school and two years earlier. School-level examinations are recommended with the exception of 10th and 12th

		Board exams.
5.	During the second and third years of high school, students choose specialisation areas and subjects such as science, commerce, and the arts.	4 year Secondary school includes traditional topics and optional topics. Choice is founded on liberal policies on education.
6.	Except for NITs and Medical Colleges, all undergraduate and postgraduate admissions are dependent on entrance exams administered at the college or state level.	The national testing agency's national ratings of both UGs and postgraduate admissibilities for the public HEIs are focused on.
7.	Undergraduate studies last three to four years.	Four years in undergraduate programmes, following a one year degree, after two years of intermediate degrees, three years of passage and four years of project-based degrees. are permitted to leave the degree.
8.	Postgraduate study lasts two years and focuses on specialisation.	Postgraduate study with a greater emphasis on study and specialisation is between one and two years.
9.	The majority of HEI colleges is partnered with state universities and has no education or assessment autonomy.	All higher education institutions including universities are independent and there can be no autonomy and autonomy affiliated colleges in the decision-making curriculum and assessment process.
10.	The evaluations have nothing to do with teaching. Affiliating university takes care of evaluation and assessment of students. There is very limited role as a teacher to assessment of the student.	Departmental affairs are the faculty members who teach a topic and exams.
11.	Learning- teaching method is About classroom training and homework or fieldwork.	The teaching-learning procedure primarily focusses on instruction in the classroom, field and research programmes. #
12.	In the higher education system The student-teacher ratio is 20: 1.	The expected student-faculty ratio is 30:1 in the higher education sector.
13.	In HEIs, faculty members are treated as follows: Facilitators who educate students to make them competent.	In HEIs, faculty members are considered coworkers and guides educating students to make them innovators & creative thinkers.
14.	Students are free to choose Subject to their entire area of study.	Students have the right to choose subjects beyond or within the area of study.
15.	A year of M.Phil. Research degree is given in every subject for preliminary research experience.	A year of research that leads to M.Phil. is stopped on any subject so students are exposed to preliminary research in both their university and post-scholarships
16.	Pass with Masters degrees in NET/SLET as	In addition to passing in NET/SLET, Ph.D. is a

	an indispensable qualification for assistant professor joining in all three forms of HEIs.	necessary requirement in order to be an assistant professor in all three different kinds of HEIs.
17.	The study funds are primarily supported by universities rather than colleges via the UGC or through some other organisations.	Subject to a satisfactory assessment of the study plan, sponsorship of research funding through the national research foundation and all other institutions will be allocated fairly across all three categories of HEIs.
18.	HEIs are required to accredit only government funds and services.	HEIs must be accredited for operation and graduation. For continuous service, compulsory accreditation shall be essential once every 5 years.
19.	The model is accompanied by graded accreditation.	Binary accreditation models are adopted and are yes or no, rather than different institutional grades.
20.	The success and responsibility of the faculty is related to advancement but not to pay.	The success and responsibility of the Faculty are connected to advancement and salary.
21.	Choice based credit system.	
22.	Education for ODL is approved only through certified & authorised universities.	All three HEI forms to which accreditation is given to offer ODL.
23.	Every student's social commitment is voluntary as part of the curriculum.	Each student's social participation is obligatory and should amount to at least one full semester for the entire programme period
24.	Four year bachelor degree holders are not entitled to PhD directly, until they are awarded a Master's degree.	Four bachelor's years with proven thesis in the fourth year will explicitly be admitted to the Ph.D. Program in all forms of HEIs without a master's degree.
25.	In certain programmes, Lateral entry is provided. However, multiple entrances and multiple exit rooms, including medical and paramedical courses are not accessible in undergraduates.	Multiple entrances and multiple exit services, including Medical and Paramedical Classes, are accessible after graduation.
26.	Study programmes from three years to four years, depending on the programme level.	All undergraduate programmes are 4 years of age and exit at 3 years with a diploma, in some situations.
27.	Teacher's Education now consists of a two-year B.Ed. after graduate programme. So, after five years of secondary education, secondary school teachers must invest to teach at secondary level.	The instructor training proposed includes B.Ed incorporated for 4 years. This degree is obligatory to become a teacher of school.
28.	Suggestion to improve the facilities for physical libraries including books and reviews.	Suggestion to improve memberships in online libraries and online books and newspapers.
29.	Both single and multidisciplinary schools have been advocated.	The promotion is limited to multidisciplinary colleges and universities.
30.	Foreign universities in India are not permitted to operate directly.	Both individual discipline colleges must become or be closed and turned into monuments or public libraries into independent, multidiscipling colleges.

31.	Ph.D. curriculum includes research methods and associated key topic analysis.	The Ph.D. coursework includes research methods, the layout of teaching and curricula, and key subjects.
32.	No systemic and authentic University and College science support agencies.	The NRF will be created to finance competitive, creative research projects of all kinds in all disciplines. The Foundation will be the NRF.

3. Advancements IN NEP 2020:

1. A total of 100 top Indian universities will be encouraged to expand their operations internationally.
2. The operation of 100 top foreign universities would be permitted and encouraged in India.
3. Any classroom should have access to the most up-to-date instructional technologies to enhance learning opportunities.
4. Faculty will be assigned to a certain institution and will not be transferred to other institutions.
5. Faculty members have complete autonomy over their instruction and pedagogy under a pre-approved setting.
6. Faculty incentives and transparency will be set based on academic and study results.
7. Faculty would be eligible for a fast-track advancement scheme for high-impact scientific contributions.
8. A multi-parameter API strategy will be in place, with input from colleagues and students, advances in teaching and pedagogy, professional learning programmes, quality and effect analysis, commitment to an organisation in terms of entry, and social group contribution.
9. In the Institutional Growth Strategy, the API policy will be precisely established.
10. By 2035, focus on reaching the Sustainable Education Development Goal (SEDG) and a GER of 50%.
11. To improve their teaching skills, all Ph.D. registered students can take one subject related to teaching/curriculum development and consider a teaching assistantship.
12. Students should be advised to take at least two SWAYAM online courses every semester.
13. Increasing the scope of vocational education (VE) to at least 50% of the student population.
14. HEIs should consider how VE can be made available to all students.
15. Plan to offer a B.Voc. as a dual degree programme through ODL (Online Distance Learning) or a 2-hour evening programme through Skill labs and collaboration with business and NGOs.
16. India currently invests 0.69 percent of GDP in research and development, compared to a global average of 3%.

17. The GEC determines the 21st-century skills students can master.
18. The Higher Education Commission of India is in charge of four functions: (1) policy (NHERC), (2) accreditation (NAC), (3) funding/grants (HEGC), and (4) academic level setting (GEC) (HECI).
19. To track efficiency in higher education, a faceless and open regulatory action would be planned using technology.
20. To maintain the basic minimum norms and requirements, strict enforcement measures with severe consequences, including fines for false disclosure of mandated records, will be implemented.
21. Allow private higher education institutions to set their own fees for their programmes while adhering to established guidelines

4. Additional Recommendations for Improvements:

1. A proper definition of a multidisciplinary college

Multidisciplinary college is one that has at least five disciplines (not five courses) from various faculty fields. The true goal of learning on a Multidisciplinary campus is to have a multidisciplinary option and experience on campus, which can only be achieved if there are at least 5 topic disciplines in service. As an alternative,

1) Linguistics, 2) Fundamental Sciences, 3) Social Sciences, 4) Engineering, 5) Education, 6) Medical Sciences, 7) Science of Dentistry, 8) Medical and paramedical sciences, 9) Business Administration & Commerce, 11) Agriculture & Veterinary Science, 10) Computer Science, 12) Legal Studies & Law, 13) Indian Medicines, 14) Indology etc.

2. Strengthening the Integrated National Digital Library (INDL):

The National Digital Library should be strengthened to include any book published in the world, as well as a digital copy of all journals with an ISSN, through strict instructions to the National ISBN granting agency. All other libraries in every field should avoid receiving library funding, and their libraries should be transformed to digital libraries by joining the Integrated National Digital Library. Both HEIs should be required to join the INDL in order to gain access to books, periodicals, journals, patents, and other databases in one location. Many subscriptions to library services can be eliminated using this model.

3. Promotion of Open Access Publications with Author Copyright Retention, Patent Registration Simplicity, and Patent Evaluation Speedup:

To stop large money flows, promote Indian journals that are not for profit and run by universities. The National Research Foundation should allow the Copyright Office of the Government of India to obtain copyright for written research works. Researchers are made familiar with patent filing procedures by the Indian government by awareness campaigns and patent filing fees and review fees can be reduced to 3 to 6 months instead of the existing 3 to 6 years. This will inspire inventors to file patent applications for their inventions.

4. Faculty Annual Publication Requirement for IPR:

IPR generation should be mandatory in Colleges and Universities in order to preserve long-term consistency and prevent faculty obsolescence. In this respect, college professors must publish at least two open access scholarly research papers or patent with copyright certificates from the Indian government. The annual increase should be suspended if proof of patent applications is not provided annually. Instead of assigning ratings to a variety of projects funded by the NRF and other funding organisations, accreditation assessors look at the performance of those projects in terms of IPR generation.

5. Three modes of teaching–learning processes are needed in HEIs:

The use of technologies by HEIs should be maximised, and the brick and mortar paradigm of the campus-based teaching-learning process should be minimised. To expose tech-generation students to online education, HEIs can use technology-based teaching approaches such as (a) weekly three-day classroom-based classes, (b) weekly two-day online classes, (c) weekly one-day industry/vocational/skill-based online/classroom-based classes, and (d) two subjects per semester through MOOCs such as SWAYAM/NPTEL, ODL, and others.

6. Earn as you learn with vocational training Encouragement:

To promote self-sufficiency after the age of 18, students should be encouraged to learn skills in their chosen field and engage in some kind of economic/productive activity, reducing their reliance on their parents. This is accomplished by technical training and the development of their faith in order to participate in earn-while-learn programmes. Earn-while-learn vocational training can be expanded at the HE level by providing additional credits to Academic Bank of Credits (ABC).

7. Compulsory papers on employability and entrepreneurship in each semester to encourage employability and entrepreneurship among students

8. Increasing Faculty Accountability to Improve Performance: Promotions and API-based increments.

9. Strict evaluation of National Research Foundation-funded projects by establishing a Research Output Based Credit Bank for all NRF participants.

10. Both non-performers and redundant human capital employed in the Higher Education sector, whether in schools, universities, or HE regulatory frameworks, should be eliminated from time to time based on stringent policies and accountability mechanisms.

Conclusion:

Higher education is a critical factor in determining a country's prosperity, social status, technological acceptance, and positive human behaviour. The education department of the country government is responsible for improving GER so that every resident of the country has access to higher education opportunities. The National Education Policy of India 2020 is working against this goal by enacting revolutionary policies to increase the efficiency, attractiveness, affordability, and availability of higher education by opening it up to the private sector while maintaining strict quality controls in every higher education institution. NEP-2020 is expected to achieve its goals by 2030 by promoting merit-based admissions with free-ships and scholarships, merit & research-based continuous performers as faculty members, merit-based established representatives in governing bodies, and stringent quality control by biennial accreditation based on self-declaration of success through technology-driven monitoring. Both higher education institutions with the present affiliation with associated colleges can develop into multidisciplinary independent colleges with degree-granting authority or become constituent colleges of their affiliated universities. An unbiased organisation The National Research Foundation will provide funding for groundbreaking programmes in the fundamental sciences, applied sciences, and social sciences and humanities, many of which are priority research fields. The higher education system would become more student-centered, allowing students to select core and allied subjects within and across disciplines. Under the policy setting, faculty members will have the freedom to use curriculum, methods, pedagogy, and assessment styles. These transformations will begin in the academic year 2021-22 and will last until 2030, when the first degree of change is projected to be noticeable. As a result, the Indian higher education system is shifting from a teacher-centered to a student-centered approach, from

information to understanding, from marks to expertise, from examinations to experiments, from studying to study, and from choice to competency.

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